

Steering Committee & Higher Education Advisory Committee
Questions for NORED
January 12th Meeting

- What is the appropriate number of BA's & AA's in Washington State?
- How better can we determine and meet workforce needs for specific degree production in Washington State? How can we determine what types of degrees we will need today and 15 years from now?
- How can we determine where students go when they leave the postsecondary education system? What data is available through employment security?
- Is there a way that institutions can model themselves to meet workforce demand? How can institutions become more flexible to meet the demand of employers?
- How better can we incentivize students to enter specific high demand professions? How does the cost of education provide incentives/ disincentives for students to pursue higher education and enter specific high demand professions?
- Is there a way to make higher education more efficient? What incentives (financial, etc) can be provided that encourage students to transition through the system and graduate in 4 years?
- How can we examine outputs in higher education to promote greater accountability? How better can we obtain and analyze output data to make the case for the public funding of higher education?
- How can we radically improve access to higher education? How do we increase the number of minority students represented in Higher Education? How do other countries support funding models that provide greater access to students?
- How can we make the transitions between Early Learning, K-12 and Higher Education seamless? How can we further link the funding structures of K-12 and Higher Education?

- What is the current cost of education in Washington State? What models can be used to determine the exact cost of instruction?
- Are there delivery models for certain parts of the system that are more efficient than current models? (example: distance learning vs. going to a campus)
- How can we make the system more efficient? To what extent do state funding models dictate efficiencies? How does the system measure performance relative to funding?
- How can we build public support for Higher Education as promoting the public good? Current disconnect between societies perception of higher education and the public good.
- What can public Higher Education systems learn from private Higher Education systems?
- As the burden for higher education funding shifts to parents and students, how does this affect access?
- Importance of conducting international comparisons and comparisons across states. (e.g. Michigan & North Carolina funding models) and understanding comparative data. How can Washington use these findings to improve our funding system?
- What are the benefits of supporting “non-traditional” apprenticeship programs? Important to look at earnings of students that complete these programs in evaluating their effectiveness.
- What are the best models for increasing total funding for higher education? Is a sliding-scale tuition model based on family income a viable model? How would this model influence perception of affordability and access?
- What are the current legal barriers that exist in regards to higher education funding formulas? What flexibility do institutions have within this legal framework?
- What governance models currently exist in other states? What are the pros and cons of these different models related to funding?